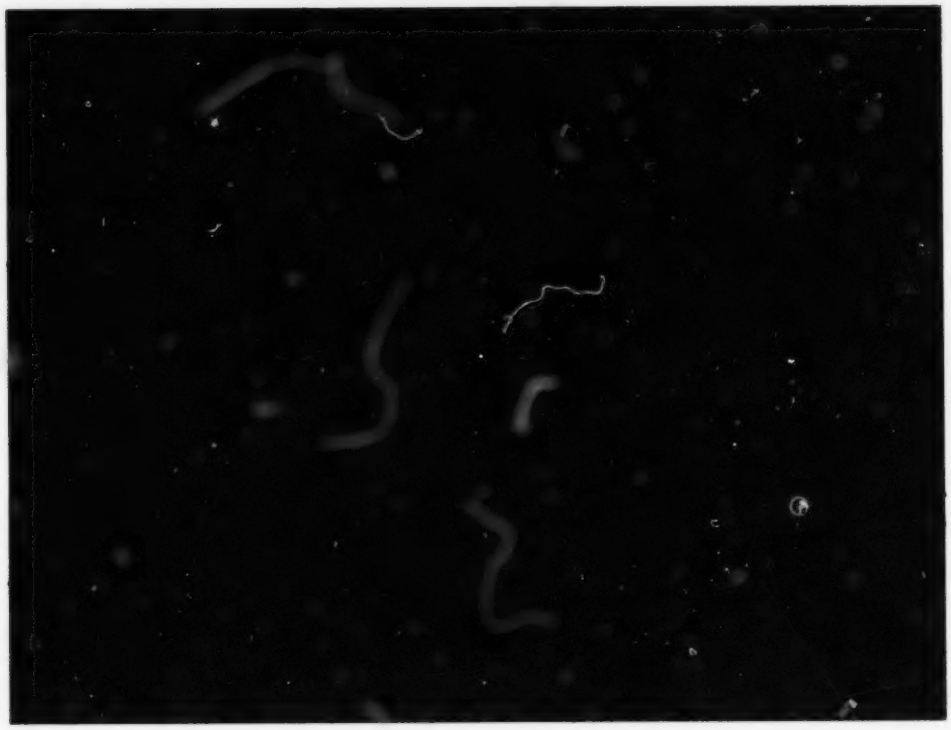
Northwest Territories Education



Annual Report 1985

Hon. Dennis Patterson
Minister

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Northwest Territories Education

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Introduction

The activities of the Department of Education are included each year in the Report of the Legislative Assembly. This is the first time since 1968 that another, separate report has been published

The reason for a separate report goes back to 1980 when the Legislative Assembly struck a special committee "to inquire into all aspects of educational policy in the Northwest Territories" and to make a final report in early 1982.

The Legislative Assembly adopted the recommendations of the special committee with almost no amendments, and work began on a significant number of changes and improvements to the education system.

In July 1985 a conference was held in Bathurst Inlet between members of the Legislative Assembly, advisors, and Department of Education staff to review what progress had been made on implementing the recommendations of the special committee, and to set goals for the next five years. In line with the recommendations, the goals are to:

- increase local control of education;
- preserve native culture and languages;
- increase participation of northerners in the N.W.T. labour market;
- increase public awareness of the value of education.

As a result of the Special Committee report and the Bathurst conference, public interest in their outcomes has been very high and there has been a strong demand for more information. Also, those persons who have become actively involved in local school affairs recognize that their decisions must be made on the basis of good information.

This report is an attempt to make that information more widely available. It has been designed more as a story for parents and public than for analysts or researchers. It does, however, give an overview of the past year's work and a direction for the future.

As a minister of the government, and also as a parent, I wish to share this report with every resident of the Northwest Territories.

Dennis G. Patterson,
Minister

The Year in Review

Annual Reports are usually designed to show progress and achievement. To a certain extent this report does do that, but perhaps a more descriptive word for this past year's activity would be momentum for the future.

Three years have passed by since the Legislative Assembly's special committee tabled its recommendations for the future of education and, quite naturally, many questions have been asked about what has happened as a result of the recommendations. Time, direction, policy and finances have been the ingredients needed to put some of these recommendations in place. This report summarizes how those ingredients have been brought together and turned into action.

The activities of the Department of Education have addressed three major concerns — control of education, accountability, and improvement of programs. Dealing with all three concerns at the same time is a difficult and complex process, not only for elected leaders and education staff, but also for parents and the public at large who have had to listen and learn and react to everything that has been happening.

Control of Education

It has long been the wish of legislators and the general public to see much greater control of education placed in the hands of people within their own communities. During this past year the development of Local and Regional Education Authorities has made some rapid advances. Elected members of these authorities are familiarizing themselves with the whole process of managing education programs. They have arranged training sessions for themselves and their staff, and many meetings have resulted in strong input into education policy. The increase in the number of authorities wishing to move from the status of Committee to Society is a very real indicator of interest and growth.

The culmination of all the work done so far on moving the control of education away from government has been the start up, this year, of the Baffin Divisional Board of Education. This has been a hard-working year for the new Board members, their staff and for the Department of Education, to make sure the transfer of control went as smoothly as possible.

Now the impetus for community control is building, other regional education authorities are keeping an eye on Baffin's progress. Some have already expressed a strong interest in Divisional Board status and the Department's commitment is to help this process of change take place.

Accountability

Parents, Education Authorities and the Legislative Assembly have all stated in the past few years that there is a need for more accountability in education. Accountability has been addressed in several forms in this past year — through student assessment, reporting to parents and through legislation.

Grade nine achievement tests were introduced for the first time last Spring. Language and mathematics tests were given. Subsequent tests will add science and social studies. These tests are designed to give students, parents, teachers and counsellors a clear indication of levels of achievement, and a guide for future studies in senior high school courses.

Parents have asked that their childrens' report cards provide a much clearer statement of grade level of achievement. Problems have always been experienced when trying to report accurately on a year of progress for those students who have not put in a full year of attendance. A lot of preparatory work has been done this year on more constructive reporting methods, and a new report card format should be available for use in the 1986/87 year.

The amendment to the Education Act to include compulsory attendance was made after a lot of debate by both the public and the Legislative Assembly. The amendment now provides for parents to be accountable to the law for their childrens' attendance in schools. This, in turn, makes parents accountable to themselves for their share of the responsibility for their childrens' success in school. The responsibility for the application of attendance regulations will rest with each community.

Program Improvements

Making changes and improvements to programs is a time-consuming process requiring careful preparation and often requiring budget changes and the reorganization of human resources. The Legislative Assembly's special committee made a lot of recommendations in the area of program changes and the results of these recommendations have begun to show this year.

Special education programs are being established in our community schools and special needs assistants are being hired and trained. Many children now no longer have to leave home to go to special institutions for help.

An increasing number of grade ten programs are being added to schools in medium sized communities, and high school programs have started for the first time in Rankin Inlet with the opening of the Keewatin Regional Education Centre.

A significant amount of work has been done on the development of curriculum and learning materials for native language programs, and the preparation of a total language development approach to learning is being completed.

The pilot testing of a major program in alcohol and drug education for elementary classes has been completed, and the junior high school program is under development.

The reorganization of all adult education and training programs into one unit called Advanced Education has improved the efficiency of the delivery of services in communities.

The framework for legislation and growth of the Arctic College system is taking shape as swiftly as funding and facilities will allow. This includes campus development in Frobisher Bay and Inuvik, and also the delivery of more mobile courses closer to students' home communities.

Many smaller changes and improvements have gone by almost unnoticed. Cumulatively these changes have provided more substance and relevance to the total program of education. The main body of this report will provide much more detail.

Youth Involvement

Of special mention this year is the active participation of youth in affairs of government. A special youth forum, held in the latter part of the year, addressed a set of recommendations directly to the Legislative Assembly. Their wishes are to be involved in the ongoing development of programs and policies through the establishment of a Youth Secretariat. Of the twelve recommendations brought forward, six were of direct concern to the Department of Education, dealing with improved cultural programs and courses in schools, special education programs, training allowances, testing, counselling and improved opportunities for skilled employment. The Department has been able to make an immediate positive response to the Youth Forum and will be taking action on all the recommendations in the very early future.

Joseph Handley,
Deputy Minister

Department Report

School Programs

School Programs is responsible for the development of school curriculum from Kindergarten to the end of Grade Twelve. It is also responsible for the development of materials and resources to accompany N.W.T. curriculum, the implementation and evaluation of programs and the development of program policy.

During 1985 emphasis was placed on the development of Aboriginal Language programs, English as a Second Language/Second Dialect programs, special education needs and alternative programs for older students.

Elementary School Programs

A major focus in 1985 was in the area of language development — Aboriginal, English and French. New initiatives, continuing work and preparatory work for the future have been undertaken in this priority area.

The beginning of the year witnessed the termination of the Indigenous Languages Development Fund with the associated temporary phase down of most community language projects. Later, a number of the more successful projects were refunded.

A total of twelve community projects were approved during the year to enable language development activities to continue in Slavey, Dogrib, Loucheux, Inuvialuktun and Inuktitut. Funding was also provided to assist L.E.A.'s in a number of communities to continue to hire local language instructors to offer regular aboriginal language instruction.

In addition to providing professional support to these projects, headquarters program staff were responsible for ongoing development work in Slavey (first and second language), Dogrib, Inuvialuktun and Inuktitut. In the latter two languages development has been completed to year two and year three respectively.

Extensive work was also done in the development of teacher resource units and student materials for English as a Second Language programs. The Northwest Territories is committed to the provision of ESL instruction which fits within an overall strategy of language development.

The Language Development Approach will integrate language development with instruction in the core subject areas to provide a meaningful program for students, based on the child's previous language and life experiences.

The development of these ESL materials has been coupled with both the Science and Social Studies program development process.

At the Grade 1 - 3 levels a revised science program incorporates theme units which develop the skills and concepts of the primary science program through a language development approach. Units provide extensive teaching suggestions and support for teachers in presenting the integrated Science and ESL programs. Similar units have been prepared or are in preparation to integrate the Social Studies and ESL programs.

The development of culturally relevant Slavey language units with topics such as Caribou, Rabbit Snaring and Athapaskan Pre-history provides the vehicle for the integration of language and other subject areas.

With the assistance of funding from the Secretary of State, the numerous requests for enhanced levels of French programming are being addressed. Early and late immersion programs continue to be offered in Yellowknife with Core French programming being offered in Inuvik, Frobisher Bay, Pine Point, Fort Smith, Fort Simpson, Hay River, Tungsten and Nanisivik. Minority (French first language) programs have been offered for the first time in a limited manner in Frobisher Bay.

A teacher's handbook for use of micro computers has been prepared and will be distributed early in 1986. Modules providing resource information to assist teachers in dealing with critical issues in the area of Junior High counselling programs are also being completed.

A series of biographies of notable northerners has been prepared with the assistance of interested community groups and individuals. These are being distributed for use within the Social Studies program. Also, in support of Social Studies activities a total of thirteen schools have been assisted in their participation within the national Canakits programs.

Staff development workshops have been provided in the areas of Mathematics, Science, Social Studies and all language areas.

Subject specific newsletters have been prepared and distributed regularly covering the core subject areas and French.

The Division has been actively involved in departmental/ government initiatives such as terminology conferences and the Task Force on Aboriginal Languages.

Secondary School Programs

The relationship between Ministries of Education in Alberta and the N.W.T. has been formalized by the signing of a Memorandum of Understanding on October 22, 1985 by both ministers, Dennis Patterson and David King. According to the agreement, the N.W.T. will continue to offer Alberta Secondary Programs for credit but may develop programs or courses pertinent to N.W.T. students. Alberta will accept any N.W.T. approved course for credit. Alberta will also invite N.W.T. representation on relevant secondary program committees and will cooperate with the N.W.T. as assistance is requested from the Curriculum Branch, the School Book Branch, the Student Evaluation Branch, the Computer Systems Data Base Management for Student Records, the Communication Branch, the Central Support Services Branch, and the Regional Offices of Alberta Education.

In 1985, $485,000 and four person years were provided for the expansion of school programs in the communities to the grade ten level. This will encourage students to complete high school programs without having to travel to regional centres until later grades.

Three Baffin communities (Pond Inlet, Cape Dorset, Igloolik), and one Kitikmeot community (Coppermine), were granted approval to implement grade 10 programs for the 1985/86 school year. Three of the schools offer programs at the General Academic Level; while one school offers a full Advanced Academic program. These four schools serve the needs of a combined total of 62 grade 10 students, very few of whom would otherwise have continued their schooling beyond grade 9.

Expansion to grade 10 has had a positive impact at both the school and the community level. Schools have noted an increase in attendance and interest at the Junior High level. Communities have demonstrated strong support for grade 10 and have generally shown renewed interest in education at all levels. The addition of grade 10 in these four communities raises to seven the number of schools in the N.W.T. offering programs at the K-10 level.

Alberta Industrial Education courses are offered in seven of the fifteen secondary schools in the N.W.T. as well as a variety of technical courses from Mechanics 12 to Visual Communications. The N.W.T. Vocational Preparation 10 is being offered in five schools to a total of 115 students. As in the other vocational/industrial/technical programs the classes have been divided into small groups that work on modules which give them more individualized instruction. Although Vocational Preparation Carpentry and Automotives 11 and 12 will have their credit loads reduced because of the proposed changes in graduation requirements, enrollment has been low in those courses following a Canada-wide trend.

Home Economics (Alberta) is offered in six secondary schools, and Business Education (Alberta), by far the most popular, is offered in thirteen schools. The average teaching class size of both programs is 16 although groups as small as 3 receive instruction.

Eight communities currently offer the Community Occupational Program: Nanisivik/Arctic Bay, Sanikiluaq, Gjoa Haven and Fort Simpson for the first time; Pond Inlet, Pangnirtung and Cambridge Bay are in their second year; and Rae/Edzo is in its third year having already successfully graduated 12 students from the 2 year program. Class sizes average 16 and attendance averages 90% which in itself indicates a strength of the program since one of the entry requirements is chronic poor attendance. Each community works out a balance of class work and work experience, with parents, employers and teaching staff working together to help implement the program. Requests for COP are already in from Coppermine, Resolute Bay, Baker Lake and Eskimo Point. Interest has also been expressed from Tuktoyaktuk, the Hay River Reserve and Aklavik.

The Senior Practical Program is offered in two schools: Inuvik for the first time, and a second year of operation in Frobisher Bay. The Home Maintenance section at both schools is chosen primarily by boys while the Modern Living program offered at Gordon Robertson Education Centre is taken by girls. Keewatin Regional Education Council has requested a Senior Practical Program for next year.

Grade 10 English has expanded, with the addition of two new ESL courses, to provide students with six choices.

Students may take a General Level English 13 or an Academic English 10 depending on whether they plan to enter trade, technical or college courses, or whether they plan to enter university and the professions, respectively. Students who are not ready for these courses, may take GTP Language Arts, ESL 10B, ESL 10C and/or Reading 10.

Grade 10 Preparation is offered at 2 schools in the Territories: Samuel Hearne and Sir John Franklin. This course tends to be geared to students very weak in writing skills and with a grade 4 - 6 reading level. ESL 10B (English as a Second Language) is offered to students who write reasonably well and who are reading at a grade 7 - 9 level. This course also helps with English words and writing styles necessary for success in other classes such as Science and Social Studies.

ESL 10B is offered in 7 communities: Aklavik, Coppermine, Frobisher Bay, Inuvik, Rankin Inlet, Pangnirtung and Yellowknife (Sir John Franklin).

ESL 10C is a course geared to academic students who want to take English 10. They are helped with their reading and writing skills as well as taught about literature.

At present only Sir John Franklin School offers ESL 10C in this form and students are monitored and encouraged to continue on in the Advanced Academic stream. So far 2 of the 18 students who have taken the course have been at the top of their English 10 classes. Reading 10, although primarily for weak students whose first language is English, is planned to be offered in a number of the grade 10 community schools in the second semester as an alternative to English 10. Students learn how to read for information and pleasure, and how to read in business and personal life.

Special Needs Education

Major progress has been made on the development of departmental policy and directives for the provision of education services to Special Needs Students. This important work will provide the Department, teachers, and parents with guidelines as to the levels of service which will be provided in the N.W.T. education system. Each student will be provided with an Individual Educational Program, planned by teachers and special needs consultants within the system. Parents will also be involved in the process. The I.E.P.'s will be provided within the regular classroom wherever possible, with withdrawal for a certain portion of the school day. Training will be provided for those teachers who have special needs students in their classrooms. Special Needs Assistants will be recruited from the community to provide help to the teacher in delivering the program.

A total of $972,000 was made available to provide special needs students with services more in line with those available elsewhere in Canada. From this total amount $332,000 was immediately distributed to four regions to support specific emergency needs cases, as follows:

Keewatin
- Seven hearing impaired/deaf students
- Severely retarded student
- Quadrapalegic student

Baffin
- Eight retarded students
- Two hearing impaired
- Disturbed child
- Speech problems

Kitikmeot
- Blind student
- Mentally retarded
- Three behavioural problems
- Three speech disorders

Inuvik
- Extreme slow learner
- Severely retarded
- Spina Bifida student
- Retarded student
- Deaf student

Fort Smith
- Programs are well established and no emergency funding was required.

Yellowknife Districts
- Schools operate under a per pupil funding formula the same as in the Fort Smith region. No emergency funding was required.

TOTAL _____ **$322,700**

Of the remaining $640,000 a total of $500,000 will be transferred to regions for the direct support of students, while the remainder will be used to provide teacher training, workshops for community representatives and the development of a registry of special needs students.

The level of service will increase gradually to the equivalent of that provided in other parts of Canada. The implementation of I.E.P.'s and the development of inservice training for teachers, plus the recruitment and training of Special Needs Assistants will be major tasks

Anthony, a blind student, attends school in Cambridge Bay with the help of a special needs assistant.

over the coming years. Establishing the registry system and monitoring services are key goals for 1986.

Special Projects

The use of microcomputers in the school system continues to expand. All high schools and schools with community grade 10 and/or Community Occupational Programs have class sets of micros.

Funding in the amount of $75,000 was available for 1985/86 and grants were allocated to the regions on a modified school population formula as a result of the introduction of microcomputers as instructional tools in the classroom, as well as a subject of instruction. Teacher training has been provided by headquarters, regional and school staff. In addition work has been conducted on the development of a curriculum guide and program materials.

Alcohol and Other Drugs Program

The Alcohol and Other Drugs Program, although behind schedule, will be introduced into the Kindergarten to Grade 6 classes early in 1986. This program has been developed jointly by the Departments of Social Services and Education.

To ensure community input, an advisory committee was formed consisting of representatives from the different regions and different interest groups across the Northwest Territories. It had to assist in assessing the needs of young people in the communities in terms of this program, identify the priorities, and ensure that these were incorporated into the program.

The program is designed to foster positive, healthy lifestyles while developing skills and providing information to enable young people to make responsible decisions about the use of drugs in their lives in the future. Students in early grades learn about poisons and medicines and how to handle these safely; students in older grades learn about specific drugs, such as alcohol, nicotine, and caffeine.

Because of the close relationship between mental and emotional well-being and the abuse of alcohol and other drugs, and because information about drugs is not sufficient to effect behavioural changes, the program is being introduced into schools at the same time as the Mental and Emotional Well-Being unit of the new School Health Program. This program is being developed by the Department of Health. Prior to implementing the two topics into schools, the materials were pilot-tested in 24 schools across the Northwest Territories. Workshops were conducted to familiarize piloting teachers and other resource people with the materials.

Student and Program Evaluation

The major activities during the past year focused on the implementation of territories-wide achievement testing in the core subjects at the grade 9 level. Tests were developed and administered in the writing strand of the English language development curriculum as well as in mathematics. Teachers participated fully in the development of the mathematics test and in the marking of the essays. Approximately 550 grade nine students completed the writing assessment exercises and 520 wrote the mathematics test. Two reports on the outcome of the writing assessment have been produced providing samples of student writing representing varying levels of competence. In this initial phase of development of this testing program, no expected standards of performance have been set. However, this will provide a baseline against which to compare future performance levels.

Work is continuing on the development of policies and procedures for evaluation of students and programs. These are being modeled on documents drawn up by Alberta education.

Media Development

The Department continues to address the issue of learning materials relevant to northern students needs and lifestyles. A total of sixty-one publications have been produced in the past year.

All learning materials, including film and video, are now distributed to schools through a network of ten resource centres under the direction of superintendents of education. To take advantage of the large amount of video taped learning materials available, an efficient system of cost-sharing has been developed between the superintendents and the Department, and between the Department and other provinces.

An improved public information program was started in the latter part of this year. The objective is to keep parents and the general public much better informed on all aspects of education, so that they may give more direction to their local education authorities on how they wish the education system to develop.

The information program began two years ago with the distribution, to a limited readership, of a newspaper style publication. Distribution will be increased, more issues will be produced, and the newspaper will be made more freely available in communities. Short radio programs are also being produced on key issues such as control of education, attendance, community high schools, etc., and these programs will be made available to all radio stations. Television programs at a reasonable cost level are still being investigated.

Future Directions

School Programs activities for the coming year will include:

- The establishment of the first of several centres for local development of native language studies and materials, and for field based teacher training.
- High school courses of study on Inuit and Dene culture will be introduced.
- A series of junior high school counselling modules will be published.
- New science curriculum for primary and intermediate grades will be implemented.
- A comprehensive set of language development units will be provided to all primary classes.
- The junior high school portion of the alcohol and drug education program will be implemented.
- Pilot testing will begin on health units in growth and development, nutrition, dental health and family life. Development will begin on a unit on safety and first aid.
- Grade nine tests in social studies and science will be administered for the first time, and the reading component of the language development curriculum will also be tested. Tests in writing and mathematics will continue.

Advanced Education

Advanced Education was established in 1984 to combine the Government of the Northwest Territories training responsibilities in one department. This resulted in an organization with a diversity of responsibilities ranging from program development for adult training programs, through employment support programs and apprenticeship administration to financial assistance for post-secondary education. Although 1985 was an extremely demanding year, excellent results were achieved in all areas and this progress is expected to continue over the next few years.

N.W.T Apprenticeship Program

The N.W.T. Apprenticeship Program has been in existence in the Northwest Territories for over twenty years. Enrollment in the program peaked in 1982 at over 600 apprentices but due to a general slowdown in the economy, particularly in the mining and construction sectors, enrollment decreased to just over 300 in 1984. Numbers are now on the increase and by November 1985 enrollment was already past the 450 level. The program currently includes 35 trades, of which 19 are at the Interprovincial Red Seal level. This allows certified tradesmen to be extremely mobile because their qualifications are recognized country wide. Two new trades were added during 1985 in the areas of printing and graphic arts, and communications electrician. A high level of success has been experienced with Native Language Instructional Programs in certain trades and, as a result, 1985 saw the start of development on native language instruction and oral/practical examination programs in the construction trades, starting with the carpentry and the painter and decorator trades. Apprenticeship, as a system for learning new skills through structured training on the job has allowed hundreds of N.W.T. apprentices to obtain high level qualifications while earning a living at the same time.

Student Loans and Grants

The student participation rate in Post Secondary Educational Programs has almost doubled from an enrollment of 332 students in 1981 to 575 students in post secondary institutions in 1985. This trend is now leveling off with enrollments for 1986 projected at similar levels to those in 1985. There has also been a significant increase in the funding support for graduate studies. In 1982 sponsorship was provided to 6 students in masters programs and one student in a doctoral program as opposed to 1985 when 38 students were funded in masters programs and 12 students in doctoral studies. In 1984 five high school leaving scholarships were awarded as opposed to thirteen in 1985. These were provided to students to assist them in their studies at the post secondary level. Patterns of student enrollment are also changing. Traditionally, students entered educational institutions in the fall whereas many are now entering institutions at varying times throughout the year.

Regional student finance boards now meet at least 4 times during the year to review and approve financial assistance for students. Of the 500 students who have been sponsored by the Department of Education in post secondary educational institutions, 90 are native. Forty of these native students are attending university and fifty are taking technical programs at community colleges. Thirty-five native students are receiving assistance in their graduating years of a post secondary program, 10 of which are at university and 25 at technical schools.

G.N.W.T. Staff Development and Training

In 1985 over 50% of all staff training courses were delivered by northern businesses. Over 99 courses were conducted in the Northwest Territories for territorial government staff resulting in the training of over 1200 employees. Employees are also reimbursed for tuition expenses for correspondence programs. This resulted in expenditures of over $36,000 in 1985 to support 106 employees. University extension programs are also provided for employees in locations where universities are prepared to operate. As an example, the University of Alberta's Management Development Certificate program, six employees graduated as a culmination of 4 years of night school courses. Fifteen staff members are now attending universities and colleges across Canada with assistance from the Department of Education. Education leave is becoming an important mechanism for developing native employees. Ten classroom assistants were selected to attend the Teacher Education Program at the Iqaluit Campus of the Arctic College in Frobisher Bay.

A major vehicle for introducing native people to the Public Service is the government in-service training program. Over 400 staff members have participated in the program since its inception in the 1970's with a 75% success rate. Currently, 89% of all trainees are native northerners. Ninety-one trainees are on staff, working in all regions of the Northwest Territories and in most government departments. The in-service apprenticeship program enjoys a similar level of success. It allows long term northern residents to undertake trades training to journeyman status. Ninety apprentices are currently employed in this program.

The Department of Education contributed heavily to the preparations for Expo '86 and Sharon Firth, the coordinator of the program for the Department of Education, conducted briefings across the North on Expo to inform northerners of the employment opportunities available on the project.

Program Development and Evaluation — Adult Training

A 10 month introductory mechanic program was developed for implementation at the Arctic College in Fort Smith with an enrollment of 10 students. A 10 month carpentry program has been developed to follow this initial, very successful program. A small equipment mechanic apprenticeship program was also developed in 1985. The 6 students who completed the first year of the program are now employed in the trade with a variety of employers. Women are taking a more active role in the trades areas and are proving very successful in their initial efforts. Welding student Norma Harris and mechanics student Ruby Ruben were the successful winners of $600 CN scholarships for women. Both students are enrolled at the Thebacha Campus of the Arctic College. An owner/builder course to prepare Home Builder Assistance Program (H.A.P.) clients to build a housing package provided for them by the N.W.T. Housing Corporation was also developed in 1985. The course emphasizes blueprint reading and the sequencing and planning for the work,

placing special emphasis on major problem areas. A complete video package supports the course which will be available in all communities of the Northwest Territories. Work also continued on a territorial Adult Basic Education Program, the first three levels of which are complete. This should result in a consistent N.W.T. wide system of adult upgrading and a lowering of the illiteracy rates which are currently amongst the highest in Canada.

Following an evaluation of the Teacher Education Program in 1984 a major development effort was undertaken to revise the program for the western arctic and to bring the program closer to the community level. The redesign of the program focuses on the use of aboriginal languages in the classroom and should contribute significantly to a revitalization of many of the Dene languages. The first year program offerings at the Teacher Education Program in Fort Smith were cancelled in 1985 to allow for efficient startup of a new program in 1986/87. The new program will continue to benefit from accreditation with a southern university.

Employment Development

The Canada Employment and Immigration Commission provided notice in 1985 of their intention to withdraw from the provision of support to lower level academic upgrading programs and to lower the level of support for instructional training in general. This is expected to reduce the number of program offerings which can be provided through Federal support at the community level. Negotiations continued throughout 1985 with a view towards obtaining Federal agreement to continue current levels of support. Final results will be known in 1986.

An N.W.T. labour force survey was conducted in late 1984 and published in 1985 to develop a system designed to provide information on employment opportunities and labour force demand for the North. This is expected to result in the development of accurate and effective employment plans. System startup is anticipated for late 1986 or early 1987.

Career counselling services were expanded in 1985 and an extensive advertising program was conducted in the media. Career shows and career information materials were expanded drastically during the year to provide residents with informative data on employment opportunities in many different occupational areas.

Negotiations with Transport Canada resulted in the signing of an accord with the Minister of Transport for Canada. As a result, the Government of the Northwest Territories and the Federal Government will cooperate to make more jobs available to native northerners in both the aviation industry and in Transport Canada. So far 13 northerners are enrolled in training as flight service specialists. Six students have already completed the program and are employed in the industry.

Officials of the Department of Education and the Ministry of Transport are now working on a five year Human Resource Development Plan which will hopefully result in 98 native northerners obtaining permanent, rewarding careers in the aviation industry.

With the awarding of the contract for the communications element of the North Warning System, Education, C.E.I.C. and NorthwesTel have agreed on a cost shared training program, to train approximately 60 native northerners as telecommunication electricians over the next three years.

Future Directions

1986 promises to be a demanding year for Advanced Education with the following projects scheduled for completion:

- Program Development
  Development work will proceed with the Adult Basic Education Program and it is expected that examinations and program support material will be completed for the first three levels of a territory wide program of academic upgrading.

  An orientation/training program for hunters and trappers associations and local education authorities will be completed in 1986 and it is anticipated that training will start during the fall.
- Student Financial Assistance
  The regulations of the Student Financial Assistance Act will be rewritten for 1986 to provide a greater degree of flexibility in the administration of the Act. This major project is expected to simplify the administration of the Act as well as provide a more comprehensive program of assistance to students attending post secondary educational institutions.

  More resources will be provided at the field level to provide counselling services to students who must make career decisions and who are considering enrollment in post secondary educational institutions.
- Employment Development
  Development work will proceed on the establishment of a N.W.T. labour market information system. The computerized information system is expected to be on stream in late 1986 or early 1987 and will provide detailed information on the jobs available within the labour market and the people who are available to take on jobs.
- Public Service Training
  A management training program for School principals and Education superintendents will be developed in 1986. This training program will develop the skills required to effectively supervise and monitor the delivery of school programs, thereby promoting a more effective complement of teachers within the educational system. Management training programs for territorial government managers across the system will also be developed in 1986 focusing on the need to develop effective orientation and skill development programs in areas such as operational planning, main estimates preparation, budget control, program supervision and supervision of staff.
- Administration
  A program performance measurement system for the Department of Education will be developed in 1986 for implementation on April 1, 1987. The system will concentrate on monitoring the performance of programs to determine whether they are achieving results.

Baffin Divisional Board of Education

A major achievement of the Department of Education in 1985 was the creation of the Baffin Divisional Board of Education.

Encompassing 15 schools and 8 adult centres in 14 locations, the Divisional Board has assumed full responsibility for program delivery. Future negotiations should result in the addition of a personnel section and education facility maintenance.

Program activities within the Divisional Board are separated into Adult and School Programs.

Apprenticeship Program

There are currently 86 apprentices in the Baffin region, 24 in the private sector, 19 with the Government of the Northwest Territories and 43 in the Sanavik housing maintenance program.

Graduates in 1985 included 3 housing maintenance servicemen, and 7 in motor vehicle mechanics, millwright, plumber, heavy duty mechanics, and instrument mechanics. Six new apprentices registered during 1985.

In-Service Training Program

This program was extremely successful this year with 5 correctional officers, 2 management trainees, 1 teacher education trainee and a resource centre technician, all graduating.

Currently, there are 19 in-service trainees in the region, with 5 positions soon to be filled in the areas of recreation, social service, the Housing Corporation and in economic development.

Management Training Program

Joe Kunuk successfully completed the Management Training Program in October 1985 and was appointed Assistant Superintendent Economic Development, Frobisher Bay. Methusalah Kunuk has successfully completed the on-the-job phase of the program and has accepted a position as Assistant Superintendent of Local Government, Frobisher Bay.

The remaining 3 candidates anticipate successful completion of the program by September 1986.

Adult Education

Adult Education courses were delivered in 12 communities of the Baffin Region during 1985. The number of courses delivered was slightly affected by staff vacancies in communities of Pond Inlet, Frobisher Bay and Igloolik. New initiatives have been undertaken in Hall Beach and Lake Harbour where part time personnel have been hired to coordinate Adult Programs.

A Community Occupational Program has been organized for Resolute Bay for early in 1986 under the co-operative direction of the School Principal and a Community Adult Educator soon to be hired.

South Baffin Schools

Grade ten and community occupational programs will be priority thrusts for South Baffin schools in 1986. Cape Dorset has begun a grade ten class and Sanikiluaq and Clyde River have asked for grade ten classes in 1986, while Cape Dorset will be considering a community occupational program.

Teaching staffs have a variety of concerns but the major one is the lack of Inuktitut programs. Apparently high pupil-teacher ratios cannot be addressed without looking at the housing shortage that all the South Baffin communities are experiencing.

A model of teacher supervision was presented to principals. This model is based on peer observation and is slowly being implemented. A school/principal evaluation format is also being developed and field tested.

North Baffin Schools

New construction, high school programs and community occupational programs are the main initiatives in North Baffin. Resolute Bay is receiving a new plant this year. Arctic Bay (Inuujaq School) is being remodelled and a substantial and attractive addition will provide much needed space. The construction phase for the renovation of the Igloolik school is planned for 1986.

Grade 10 is being offered in Pond Inlet and Igloolik. Arctic Bay plans for a Grade 10 to be added next year. C.O.P. is underway in Pond Inlet, Arctic Bay and Nanisivik. Resolute Bay will offer C.O.P. when an instructor has been identified and hired.

Staffing concerns are evident in some communities (Hall Beach and Grise Fiord) due to high pupil-teacher ratios. The situation has been alleviated in Grise Fiord, but this issue is of continuing debate. Communities are concerned that housing shortages may preclude selection of the best candidates, due to the need to hire teaching couples to fit existing housing.

There is general agreement that the challenges presented by students with special needs are being met much more successfully than in the past, due to increased staffing and support from the Divisional Board.

Special Services

All Special Needs students in the Baffin Region are integrated in regular classrooms. Classrooms teachers are given the support to offer appropriate programs to their students who require special help. An assistant is assigned to a classroom when a student has very challenging needs and requires physical assistance. Programs are developed for implementation within the regular classroom whenever possible. In some cases children are withdrawn for short periods of time for program support in specific areas.

At present three consultants travel to different communities in the Region to support teachers and help to develop individualized programs for students. Many students have made excellent progress in school as a result of the programs that are being offered. No students are placed in programs outside the Region.

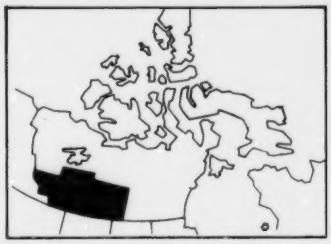
A Special Education Course is now offered each year at the Eastern Arctic Teacher Education Program to all graduating teachers.

Further expansion of Support Services in the Region will include the placement of Program Support Teachers at most large schools. The Divisional Board is committed to Community Based Services for all students and will expand its services in communities rather than at the Board level.

A Pilot Project in early intervention is taking place in Pond Inlet. The project is a skill-based parent training model. Two local residents have been hired and trained to work on this project. The project is funded jointly by the Regional Department of Social Services and the Divisional Board.

All communities in the Baffin Region except for Grise Fiord, Resolute Bay, Lake Harbour, and Sanikiluaq have some additional support from Special Needs Assistants.

Fort Smith Region



Schools

The twenty-three schools of the Fort Smith Region are administered by three area superintendents under the general direction of the regional superintendent.

This year, elementary schools in all three areas are offering programs up to at least grade eight. In the school year 1986/87 all elementary schools will offer programs up to grade nine.

High school grades ten to twelve are offered in Fort Smith, Pine Point and Hay River, and Fort Simpson offers grade ten courses.

A slight increase in enrolment is in evidence throughout the region, largely due to the increased grade level offerings in smaller communities, and the closing of Grandin College in Fort Smith.

There has been some teaching staff redistribution throughout the region with a decrease in staff in Nahanni Butte, Fort Liard, and Rae Edzo due to enrolment and attendance of students.

The residence in Fort Simpson continues to operate for the benefit of students from smaller communities in that area, with an average of twenty-five students being accommodated. As of April 1st a contract was agreed with the Deh Cho Regional Council to continue the operation. The initial number of children being accommodated during the 1985/86 school year has decreased noticeably as higher grades are being offered in the feeder schools.

Regional goals for 1985 included improving attendance, promoting community involvement in educational matters and continuing to offer high quality programs in the schools to enable the students to acquire the necessary skills to achieve their goals.

A new school in Snowdrift and another in the Hay River Reserve have facilitated the delivery of school programs. There has been a noticeable change in the attitude towards education, a change that is apparent in the children and the parents of each community. It is anticipated that the new facilities being constructed in Nahanni Butte and Snare Lake will also enhance the education for other youngsters in the region. School attendance varies from Area to Area with the South Slave Area averaging between 85 and 90% while the Simpson Area ranges between 65 and 70% and the Rae Edzo Area below 65%. By concentrating efforts on the two areas with the lowest attendance the situation is slowly improving. Parents and community organizations are becoming more aware and accept the fact that attendance is an important factor influencing student progress.

The new school at Snare Lake.

New school at Snowdrift

Throughout the region there is evidence that community organizations and parents are accepting more responsibility for education with an understanding that schools play a major role, but are not solely responsible for all aspects of education.

A second Community Occupational Program is presently operating in Fort Simpson with outside funding. Local businesses support the program by providing work stations for the students.

The Slavey language is by far the most common indigenous language being taught and developed in the region followed by Dogrib, Chipewyan and Cree. Now in its third year the Slavey Immersion Program continues to be presented to a small group in Fort Simpson, complemented by program and material development. Fort Providence continues to develop material that is used by teachers to deliver Slavey Language classes throughout the school. Locally developed books are being implemented in Lac La Martre to teach English Language skills. Plans are also underway to use the books to teach literacy in Dogrib. Using locally developed materials, Fort Resolution is stressing classes in Chipewyan as a second language while Fort Smith continues to offer a Cree option to students at the elementary level.

Local Education Authority Development

The past year has seen solid advances at the Regional, Area and community level.

Regionally, there has been an ongoing emphasis upon organizational and policy development by Local Education Authorities, and an increasing emphasis on effective participation by L.E.A.'s in the planning, delivery and evaluation of educational programs.

At the area level, and in close communication with the Deh Cho Regional Council, the Fort Simpson L.E.A.'s have organized an Area Education Authority, the Deh Cho Edihtl'eh Koe Committee, to investigate matters of Area-wide interest, such as the joint development of a Slavey-language program.

Similar liaison has occurred within the Rae Area, where the L.E.A.'s with the approval of the Dogrib Tribal Council, have petitioned the Minister of Education for Divisional Board status.

The Hay River Education Society hosted the first Western Arctic Education Societies conference in February, 1985, with representation from Hay River, Yellowknife, Inuvik, and the Pine Point and Fort Smith Education Committees, both of which were in the process of becoming Education Societies. The future direction of the inter-regional Societies group has yet to be worked out. It is possible the conference will evolve into a Trustees' Association, as envisaged by the report of the Special Committee on Education.

At the community level, there has been growing interest shown in Education Society status. The Education Committees in Fort Resolution and Fort Simpson, as in Fort Smith, are requesting Society status for 1986/87. The Lac La Martre Education Committee has also advised the Area Superintendent of its interest in becoming an Education Society. Regional funding has been identified to permit the Fort Resolution Education Committee to hire an education coordinator to perform a number of tasks in the community, including a door to door public information campaign to inform residents about the duties and powers of an Education Society. In Fort Providence, a pilot project initiated by the Education Committee is under way, designed to promote better school attendance, home and school communications, and community commitment to education.

The programs offered by the L.E.A.'s have continued to expand and diversify to include regionally funded special needs education, native language programs funded by head-quarters, and projects funded by other Territorial Ministries (such as the Oral History Project in Fort Resolution funded by the Ministry of Culture), and federal agencies. An example of the latter is the Community Occupational Program offered in Fort Simpson during the 1985/86 school year, under the sponsorship of the Education Committee.

The expansion of programs and budgets has resulted in the need for ongoing and increasingly sophisticated training for secretary-treasurers. During 1984/85 and 1985/86, the region has contracted with a northern financial consulting firm, Taiga Business Services of Fort Simpson, to provide in-service workshops and community level training, and consulting services to the L.E.A.'s and the regional office. A goal for 1985/86 is to develop regional policy guidelines and recommended practices for the growing number of Education Societies in the region.

Two important initiatives were undertaken this year to enhance the knowledge of L.E.A. members in professional matters. A series of workshops has been held for L.E.A.'s, principals, and special education teachers for special needs education. A similar series of workshops is under way to establish philosophy, goals, and a functional role for the L.E.A.'s to play in the programs offered by Adult Education Centres. An important goal for the future will be to systematically review school programs in a similar manner.

Advanced Education

One notable feature of Advanced Education in the Fort Smith Region during the year was the continuation of the Arctic College extension programs to the smaller communities. The Adult Basic Education programs delivered by

both the Department and College involved eleven communities. In Snowdrift strong supprt for the extension program of the preceding two years led to the establishment of a full time Community Adult Educator position in October 1985.

In Lac La Martre, the community's support for an adult evening program led to an English as a Second Language Program in October, 1985. This was the first college extension program for that community. Also during this period the Fitz-Smith Native Band established the Albert Bourque Education Centre named in memory of the region's late Assistant Regional Director. The Centre began delivering an Adult Basic Education program at the grade 0 - 7 levels in October, 1985.

A number of L.E.A. conferences addressing broad issues were convened in 1985. As a follow up, in May 1985, a series of individual L.E.A. workshops was initiated to address L.E.A. involvement in adult education at the community level.

As a result of these workshops, L.E.A.'s will have a clear philosophy and set of goals as well as an internal structure and set of procedures for review and approval of adult programming. By April, 1986, improved structures and procedures will be clearly documented and in operation. Further goals in this area will include expanding the workshop series to those L.E.A.'s whose adult education activities expand to include part time or full time positions.

The Coordinator of Apprenticeship and Training initiated a first ever conference for apprentices in the region. Because the success of this meeting exceeded expectations, further conferences will be planned with a focus on the first year apprentices. The numbers of apprentices and in service trainees decreased slightly over 1984/85, to allow the other regions to develop their programs in these areas.

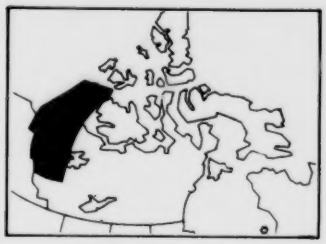
A new position, Coordinator of Employment Development, was filled in April, 1985. In addition to Labour Market Information, Career Services and Training on the Job, this position will address the continued development of the Joint Education and Training Committees in each of the four Areas. These committees, consisting of representatives from government and industry, will develop greater definition and expertise in identifying training needs and employment opportunities.

Special Needs Education

Special Needs Education policy and procedures have been developed and are being put in place in all schools in the Fort Smith Region. Schools, Superintendents and L.E.A.'s are currently involved in developing documented Early Identification and Remedial/Special Needs Education procedures. These systems are to be in place and implemented across the region for the 1986/87 school year.

A Special Needs Education handbook which serves as the regional guide to this process is under development. Feedback and input from the Superintendents and the Territorial Coordinator of Special Needs Education was received for draft one and similar input from schools, L.E.A.'s Social Services and Health and Welfare Canada is being requested for draft two. Schools, L.E.A.'s and agency representatives were provided workshops to assist in the explanation and implementation of appropriate procedures. A major thrust of this action is improving the quality of mainstream classroom instruction to accommodate Special Needs children.

Inuvik Region



As part of the movement toward greater public control of education, the Inuvik Region Education Committee is assuming an increasingly prominent role in shaping regional education policies. During the year IREC held two productive general meetings that were attended by representatives of all ten L.E.A.'s in the Region. A move to divisional board status is currently being discussed and reviewed by IREC members.

As a result of initiatives taken by IREC a region wide annual testing program is now in place using the Canadian Achievement Test (CAT). This test assesses students' basic skills in subjects such as mathematics and reading and enables the achievement of Inuvik Region students to be compared with their peers in other parts of Canada.

Although used on a limited basis initially, the CAT is now administered annually to all students in grades 3 - 9 during the first week in November.

The results of the first limited testing were available in the spring of 1985 and showed a close correlation between attendance and achievement. In schools where attendance is good (90% or over), overall student achievement compared favourably to southern schools; where attendance was poor, student achievement was below accepted norms. These results have led to renewed efforts to improve attendance at various schools in the region.

General results are made available to L.E.A.'s and IREC, and individual results are given to students and their parents.

Special Education programs have been enhanced by two very significant developments: the adoption of a community based co-operative service model and an increase in funding.

Children with special education needs are now receiving individual education programs in their home communities throughout the Inuvik Region.

Local residents are being hired and trained as Special Education Assistants to work with parents and school staff in providing special education programs.

The co-operative aspect of the program leads to the involvement of elders, nurses, social workers and L.E.A. members. Through this program, special needs children are receiving an appropriate education while remaining full and active members of their communities.

Through the combined efforts of the Inuvik General Hospital and the Department of Education, a program has been developed for four severely handicapped young people who have been in the chronic care ward of the hospital. The two boys and two girls range from elementary to junior high age; all are paraplegic and were unable to speak and feed themselves. An Individual Education Plan was developed for each of the four and is being delivered by a Special Needs Assistant. In the short time the program has been operating, all have made impressive progress, and next year's goals include part time attendance at school.

For some high school age students, the standard programs available are unsuitable. As a result, a Senior Practical Program was started at Samuel Hearne Secondary School in September, 1985. A combination of academic and practical study, this program has been well received by students: thirteen enrolled, none have dropped out and several others are on a waiting list. The need for an expanded program is being assessed.

Indigenous Language Programs continue to expand in response to renewed interest by parents and L.E.A.'s. Aided by Indigenous language funding, ten of the twelve schools in the Region offer second language instruction in Slavey, Loucheux or Inuvialuktun. The Fort Franklin program, which has featured Slavey as the language of instruction since 1979, continues to operate effectively and to serve as a model for other communities. In November, 1985, the Fort Good Hope Education Committee indicated that they want Hareskin to be used as the language of instruction in their school and this is now being planned.

The most dramatic change in language programs occurred in Tuktoyaktuk. In past years there was very limited community support for an Inuvialuktun program in the school. During the 1984/85 school year, the Education Committee used surplus funds to hire Charles Gruben to provide Inuvialuktun instruction. His enthusiasm sparked student interest and led to wide-spread community support. The program is continuing this year and indigenous language funding for an instructor has been provided by the Department.

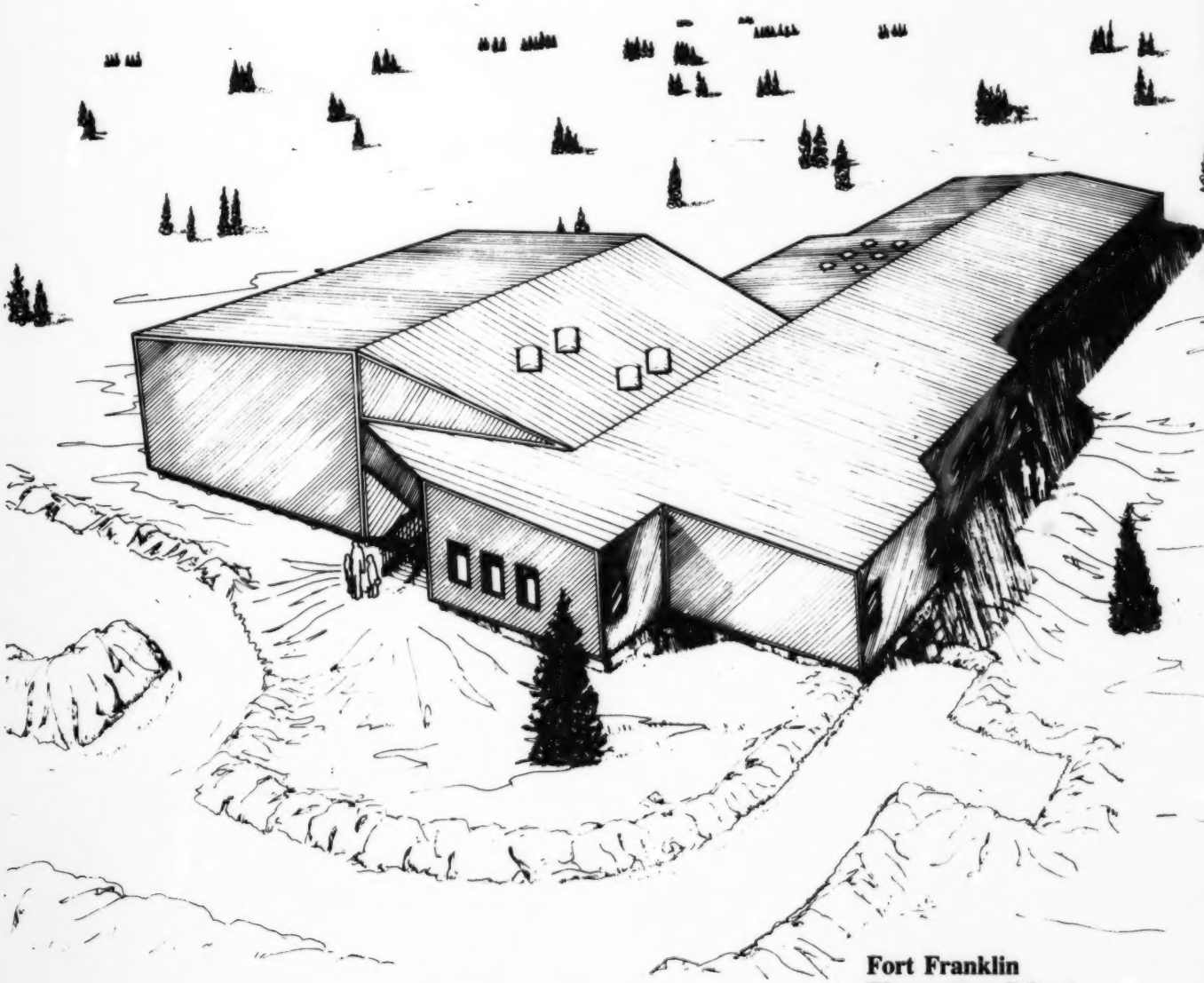
Major construction projects led to improved facilities in three communities. Fort Franklin officially opened its new school in March with a spirited celebration that was attended by Commissioner Parker, Education Minister Dennis Patterson and Minister of Local Government Nick Sibbeston. Named ʔehtseo Ayha ʔerihtt'e Ko' (Great Grandfather Ayha School) by the community, the school consists of 8 classrooms, a library, Home Economic and Industrial Arts rooms and multi-purpose hall. In Fort McPherson, renovations have been made to the school gym

to enlarge it and make it more accessible to the community. The first of a four phase renovation program was completed over the summer at Grollier Hall in Inuvik. Mechanical and electrical systems were upgraded and the open dormitories on the first floor were converted to separate rooms that will each accommodate three students. A few days after renovations finished 103 senior students were living in the residence and attending classes at Samuel Hearne.

The high level of Industry/Department co-operation and contact in the Region continues. With the assistance of Esso and the Department, the Great Bear DIZ Society arranged for 22 junior high students from the Sahtu to visit Norman Wells for a career information day. The Beaufort-Delta DIZ Society is planning a similar project for Delta students. In November, Gulf/Beaudrill sponsored a visit by 15 Samuel Hearne students to their Beaufort operations. Regional Education staff are working with Gulf and Petro Canada to assess the need for including more information on the petroleum industry and associated careers in school programs. The Regional Employment and Training Committee, which has been cited by CEIC officials as a model of industry/government co-operation, continues its effective work. As well, a second committee has been formed to deal with training and employment in the Great Bear area. Gulf and Esso are both planning employment programs for high school students in 1986.

Several changes are slated for the Advanced Education Program. Tuk Tech is again offering employment training courses this year in areas such as marine oiler, deckhand and food services. It is expected that, as in the past, all (or most) of the graduates will obtain employment as soon as they finish their courses. However, this is the last year that industry will be able to make facilities available for Tuk Tech courses, and plans are being made to secure new facilities so the courses can continue to be offered in Tuktoyaktuk.

IREC and other regional groups have repeatedly requested that Arctic College courses be offered in the Region. The



Fort Franklin Elementary School and Multi-Purpose Hall

Department will, it appears, be able to meet this request in the near future. A bid has been made for facilities that will become available when CFS Inuvik closes; if successful, an initial group of three Arctic College courses will be offered in 1986/87.

There is a strong demand in the Region for community based adult programs. In six communities it is being met through courses that are given through resident adult educators. In the other six (which don't have adult educators) Arctic College extension courses are provided.

Several communities have developed strong adult programs, but Fort Good Hope's is especially worthy of note. Four years ago, there were no adult courses in Fort Good Hope and, apparently, no interest. In 1986, the courses being offered include: upgrading, grade 6 - 8 (11 students, ages 23 - 50), English as a Second Language, grades 1 - 4 (8 students, ages 26 - 55), Business Office Practice (8 students, ages 23 - 33) and Carpentry (8 students). A Slavey Basic Literacy Program is well attended. Earlier in the fall, a short course on Small Engine Repairs was attended by 14 students.

An eight week Life Skills Course was provided for 10 students and 27 persons attended a Four Worlds Seminar on change that was sponsored by the Band Council.

The exceptional degree of participation in the courses being offered in Fort Good Hope can be traced to several factors: the enterprise and effort of Celine Proctor, a local graduate of the adult educators trainee program; the strong support for adult programs from community leaders and from the L.E.A. and Band/Settlement Council; the availability of suitable adult facilities; and the support of Regional Advanced Education, the Arctic College Extension Program and the Canada Employment Centre. Fort Good Hope is located in an area of active oil and gas exploration and community residents are equipping themselves to participate fully in all aspects of future development.

Keewatin Region

Schools

The Keewatin Region has seven schools within its jurisdiction, offering programs up to grade nine. This year the Keewatin Regional Education Centre opened its doors to the first intake of grade ten students. For the first time in the history of the region, community schools had access to secondary education within the Keewatin. This regional grade ten program is currently sharing Maani Ulujuk School facilities in Rankin Inlet. Despite a small staff of four teachers, KREC offers courses that lead to both the Advanced and General High School Diploma, as well as a Grade Ten Preparation program.

Kivalliq Hall, a forty bed student residence, was completed in the summer and is designed for future years of growth of the regional high school.

Further increases in the level of services include the implementation of Grade Ten and Community Occupational programs in Eskimo Point, Baker Lake and Coral Harbour, and in the phasing-in of Grade Eleven and Senior Practical programs at the Keewatin Regional Education Centre in Rankin Inlet.

Special Education programs have expanded. The Regional Department of Education, in cooperation with Local Education Authorities, has established special education programs in accordance with a long range regional plan. The basic principles followed in the implementation of that plan focus on services within the home community, parental involvement, and coordination of services through a community based team made up of parents, community members, and professionals.

In order to project and plan for special educational services, a pre-Kindergarten survey program has been started at the community level. The purpose of this process is to ensure early identification of the special needs of students so that the community based team can plan for and implement an individualized program for each special needs child.

Following up on concerns identified by educators and the Keewatin Regional Education Authority, a review of student testing and evaluation has been initiated. As part of that review, all schools in Keewatin have now adopted a regional report card. A standardized testing and evaluation model for the whole region is presently being developed, as is a review of year instructional plans submitted by all teachers in the region.

The importance of bilingual/bicultural education will continue to be stressed in the Keewatin, following the Language Development methodology recommended by the Regional Department. Recommendations to accelerate the implementation of bilingual/bicultural programs, outlined in a report entitled *Bilingual Education 1985*, will be in place in all Keewatin Schools at the start of the 1986/87 school year. The importance of community support for this model will be stressed and community involvement in these programs will be encouraged.

A regional review of cultural inclusion programs will also be undertaken to determine future directions and program needs in each of the schools in the Keewatin.

The Regional Education Resource Centre will continue its high level of production of locally prepared Inuktitut instructional and other materials.

Local Education Authority Development

The Keewatin Regional Education Authority has opened a new office with an officer-secretary trainee and a regional L.E.A. development officer.

Workshops have been held in several communities for L.E.A. members to learn more about policy development and how to conduct performance appraisals of staff. An annual planning calendar was prepared and distributed to all Committees and Societies, and a one-week workshop was held for secretary-treasurers.

Recommendations are being prepared for all Local Education Authorities on the format of an orientation session for the benefit of newly elected members, to be held in the month following municipal elections. New members would be fully briefed by the experienced members, with the assistance of the secretary-treasurer, adult educators and principals.

Adult Education

Three permanent adult education centres in Baker Lake, Rankin Inlet and Eskimo Point have been offering ongoing courses in adult upgrading, and shorter, temporary courses were delivered in Coral Harbour and Chesterfield Inlet. A permanent adult educator position will soon be established in Coral Harbour. As a result of a high level of interest in adult education, Repulse Bay will also be provided with an adult educator in 1986. Depending upon results achieved and interest generated, this position may be ongoing.

Adult centres assisted the College in the delivery of regional courses in carpentry, office procedures, heavy equipment operation, industrial worker, nautical and guide training. Individuals have been assisted in applying for training outside the region, and proposals have been prepared to introduce computer assisted learning for adults in all Keewatin communities.

The Keewatin Regional Education Authority may be asked to form a committee for advanced education which would receive input from communities and provide policy and direction in this area.

Employment Development

The major program areas have been career counselling, employment support services and labour market information.

Fifteen Keewatin residents were assisted in getting training and employment with the exploratory oil drilling program in Hudson's Bay. Close contact is maintained with all contractors and mineral exploration companies with a view to training and employment. Continued assistance will be provided to workers affected by the Cullaton Lake mine closure.

A regional career show is planned for 1986. Business Management courses and guide training will be part of the training calendar, and a special training and employment approach is being taken for operators on airstrip work in Baker Lake.

Apprenticeship and Training

Two heavy duty mechanics have recently received their journeyman certificates. Over twenty certificates in heavy equipment operation have been issued, and one in housing maintenance. Ten new apprentices have come on strength.

Inservice training programs resulted in three graduations. The three graduates have all moved into permanent positions within the government, as follows:

Alexina Kublu, Apprenticeship and Training Officer
Silas Arna'naaq, Area Economic Development Officer
Annie Tattuinee, Program Administration Officer

The region now has a total of 11 inservice apprentices and 17 inservice trainees. Seven staff development courses were delivered in 1985 and an expanded program is planned for 1986.

Kitikmeot Region

The Kitikmeot superintendency enjoyed a very productive year during 1985, emphasizing quality programs and good working relationships between the Department, the L.E.A.'s and the Kitikmeot Regional Education Council. There has been a great deal of activity in all program areas but the most significant achievements have been attained in the areas of Special Education and L.E.A./Divisional Board development.

School Programs

K-9 programs, based on the N.W.T. curricula, are delivered in all community schools (Cambridge Bay, Coppermine, Holman, Gjoa Haven, Spence Bay, and Pelly Bay). K-3 programs only are delivered in Bay Chimo. The first grade ten program in the region was begun in Coppermine in August 1986. Thirteen students are registered and all are taking General Diploma Courses. It is anticipated that at least half of these students will be able to complete Grade 10 in their home community and that these students will be adequately prepared to take Grade 11 in Yellowknife in 1986/87.

As a result of stable grade nine enrollment figures, Cambridge Bay will also be applying to run grade ten programs in 1986.

Twelve Kitikmeot students graduated from Sir John Franklin School in Yellowknife in 1985. There were nine graduates with a general diploma, two with an advanced diploma, and one with an advanced with excellence diploma. In September of 1985 a total of 54 students travelled to Yellowknife to go to school. With the 13 students enrolled in Coppermine this brings the regional total to 67.

Special efforts are being made by GNWT departmental staff and public organizations in this region, including L.E.A.'s and the KREC, to maintain more frequent contact and provide support to high school students in order that as many as possible may be encouraged to complete high school.

Community Occupational Programs are being held in Gjoa Haven and Cambridge Bay. Both programs are running well and appear to offer older students (whose achievement levels and academic abilities make it very difficult for them to keep pace in regular classes) some solid job-related skills and an option to dropping out of the system. Coppermine has applied for a C.O.P. in 1986/87.

Student progress in all K-9 programs is reported accurately to both students and parents. Each student's achievement is determined through a variety of teacher-based evaluations and is reported by grade for each of the four core-subject areas: Mathematics, Language Arts, Social Science, and Science.

Concern has been expressed about student achievement in the Kitikmeot and efforts have been undertaken to improve this important element. Student punctuality and attendance are being encouraged through various promotions, and the necessary parental support in these areas is being cultivated. Persistent and regular emphasis is being made on the link between school achievement and employment and further education opportunities. Students are regularly reminded of this link.

In an effort to improve student achievement, the Spence Bay L.E.A. has discontinued instruction in Inuktitut in K-3 beginning in August, 1985. Their rationale is that many of the young students first come to school already knowing a great deal of English. Consequently, spending the first three or four years being instructed in Inuktitut will only delay the further development of their English skills and possibly impair their ability to achieve beyond the elementary grades.

Kitikmeot Regional Education Council, April, 1985

Back Row (left to right): Sam Inaksajak, Pelly Bay; Adam Egotik, Cambridge Bay; Jimmy Qirqut, Gjoa Haven; Dennis Lyall, Spence Bay (Chairperson). Front Row (left to right): Donald Havioyak, Coppermine; Jean Epakohak, Holman (Vice-Chairperson); Peter Attikungnaq, Gjoa Haven (Outgoing Chairperson).

Construction of the Holman School began in August 1985, and will continue over the winter. The new building is expected to be in operation by August 1986.

Construction of the new school in Pelly Bay has been delayed. It will now begin around May 1986 with an anticipated completion in the spring of 1987.

Special Education

The region was provided with an additional person year and $124,000 funding for special needs programs. These funds are being used to extend the services currently offered to students in the region.

To date, eleven Special Needs Assistants have been hired, along with two half-time special education teachers in Gjoa Haven and Cambridge Bay.

To the furthest extent possible, efforts are being made in the Kitikmeot to provide community based services to all people with special needs. An Interagency Committee has been formed, composed of Education, Social Services, Medical Services, and Mental Health representatives, to better identify people in need of special services.

Because of the particular needs of certain students and the lack of adequate resources in some communities, the services of Borealis School, Alberta School for the Deaf and Saskatchewan School for the Deaf are still required for a few special students.

This need is expected to diminish with solid individualized programs at the community level.

Employment Development and Training

E.D.A. proposals (under the options North sub-agreement), for employment counsellors in Coppermine, Holman and Cambridge Bay, were funded for a one year period. The Department of Education was actively involved in the development of these proposals. The Hamlets of Gjoa Haven, Spence Bay and Pelly Bay may also apply for funds.

A Careers Day Planning Committee was formed in June 1985. This committee will attempt to enhance the effectiveness of the Yellowknife Careers Show for high school students, and community Careers Days for Kitikmeot adults and school students. A regional Careers Strategy is being devised which will make career planning activities more than a once a year event. All undertakings in this area emphasize the importance of maximizing formal education, the importance of career and education planning and the links between good education and job opportunities.

A total of twenty inservice trainee positions have now been allocated to the Kitikmeot Region. This has been a dramatic increase over 1984 when only one trainee position had been allocated to this region.

The saturation point is now being reached in terms of office space and trainers so, in the coming year, there will be less emphasis on growth and more emphasis on the provision of counselling support and sound training to the trainees.

Eleven GNWT apprenticeship positions and twenty-three private employer positions have been allocated to the region, for a total of thirty-four apprentices.

Adult Upgrading

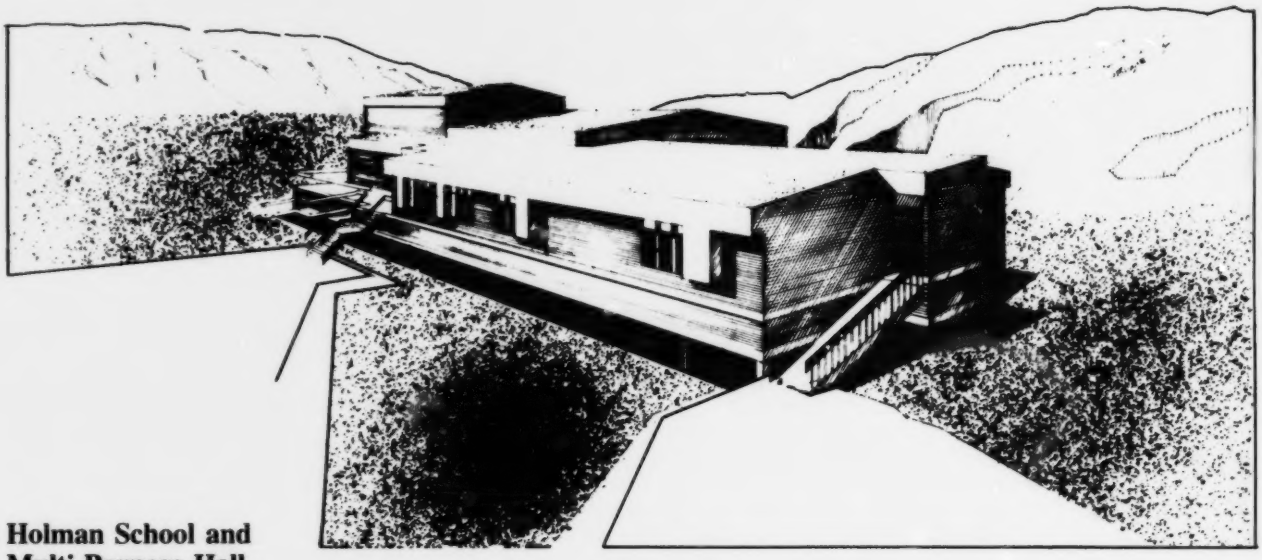
Regular daytime upgrading classes are being held in all Kitikmeot communities in 1985/86, except for Holman and Pelly Bay. Classes began on September 9 and will continue through to May 9, 1986. An evening upgrading course is being held in Holman. The majority of the course work will be in the areas of Mathematics and English.

A number of Arctic College extension courses have been offered during the past year. Introductory Carpentry and Basic Office Procedures were completed in the spring. A successful Guide Training course was held in Coppermine during July and August. In September 1985 another basic office procedures course began in Cambridge Bay, and English as a Second Language courses began in Coppermine and Pelly Bay. A similar variety of extension courses will be held in 1986, including the possibility of a Carpentry course in Pelly Bay and Business Administration courses (for GNWT trainees) in Cambridge Bay.

The Adult Educators plan to expand their counselling role, and improve their counselling skills, in order to provide better support and direction for the increasing number of students interested in post secondary education.

Local Education Authority Development

The Kitikmeot Regional Education Council (K.R.E.C.) was formed in April 1985. Dennis Lyall of Spence Bay has been appointed as its first chairperson. The K.R.E.C. has formed an Executive Committee to conduct business between conferences and has developed its own terms of reference with a view towards eventual Divisional Board status. The K.R.E.C. held two conferences in 1985. Besides undertaking its own work at these sessions, it met jointly with the School Principals in April and with the Adult Educators in October. Both the Minister and Deputy Minister of Education attended the October session. Both meetings were quite successful and served as developmental steps towards Divisional Board status. Three K.R.E.C. meetings are planned for 1986. The Pelly Bay Education Committee achieved Society status April 1, 1985. The turnover has been quite smooth and the Society has responded very well to its new responsibilities.



Holman School and Multi-Purpose Hall Holman, N.W.T.

This 18,000 ft² (1665m²) school building functions as school, a community centre, an adult education facility and as an emergency facility to the community. It includes primary and elementary classrooms, a multi-purpose hall, kitchen, library and administrative areas. Trades facilities are included and are directly related to the local cultural needs of the community.

The Coppermine Education Committee has petitioned the Minister of Education for Society status effective April 1, 1986. The Superintendency has provided written support of this application to the Minister and training of the L.E.A. and their Secretary Treasurer has been initiated. If successful, Coppermine will be the fourth Education Society in the Kitikmeot.

L.E.A. elections were held on December 9, 1985. All Kitikmeot L.E.A.'s held elections with the exception of Cambridge Bay, where insufficient nominations were received.

Yellowknife Education Districts

Yellowknife Education District No. 1

For over forty years, Yellowknife Education District No. 1 has been an autonomous district operated by a publicly elected Board of Trustees.

In 1985, the District experienced an unexpected increase in school enrolment. Close to one hundred new children filled the schools and put greater demands on both staff and facilities. For the first time in the past three years, classes for students requiring English as a Second Language were re-introduced. This program provided small group instruction for a portion of the school day with the balance of the time spent in the "home" room.

1984/85 marked the "graduation" from William McDonald Junior High School of the first class of students who registered six years earlier in the French bilingual program. This program, the first in the Northwest Territories, had been instituted in response to community interest.

The services for special needs students were expanded to provide for a wider range of learning disabled with as much integration as appropriate for the individual student. The objective was to normalize the school experience at the same time that specific skills are taught by a specialist teacher. Remediation continued to be provided for students who need skills upgrading. Speech therapy, diagnostic testing for individual programs provided the best possible opportunities for students to be successful at school.

Following the introduction of computers in previous years as an instructional aid, a computer literacy program was extended for all students K-9.

The program for gifted students also saw expansion during this school year. This program provided challenge for those students grades 2 - 9 with superior intellectual potential.

Special events have been a part of the District's French programs. Classe de Neige is an opportunity to use French in a practical setting out-of-school — J.H. Sissons bilingual students spent three days at Prelude Lake, William McDonald students flew in to Duncan Lake Lodge. Both elementary schools provide a French cultural experience with Carnaval complete with Cabane a sucre.

In order to monitor effectiveness of classroom instruction, students in Yellowknife Education District No. 1 have all been tested with Canadian Achievement Tests each year. This information allows comparison of student achievement with other Canadian students at the same grade level. The test results are used to identify areas requiring improvement and to identify individual students who may require additional testing and program adjustments.

During 1984/85 the District undertook a review of

- Computer Programs
- Bilingual Programs
- Administrative Evaluation procedures
- Gifted Program nomination and screening
- Student Achievement and District testing
- Space requirements and the need for a new elementary school

The Board of Education undertook two major projects during this year:

- submission of a proposal to the Government of the N.W.T. for a new funding formula
- pursuit of a jurisdictional change for Sir John Franklin Territorial High School to allow public education K-12 to be in control of a publicly elected Board of Education.

Yellowknife Separate Education District No. 2

There are three Catholic Schools in Yellowknife offering a full range of educational services from Kindergarten to grade twelve. St. Patrick Elementary School (K-6), St. Patrick High School (7 - 12) and St. Joseph School (K-9).

St. Patrick Elementary School has a student enrolment of 211 and a staff of 14. The school facilities are modern and include a gymnasium, library-resource centre, applied arts room, a computer centre and a good supply of equipment.

St. Joseph School is a most modern and well equipped school, with an enrolment of 381 and a staff of 22, offering regular programs from K-9 and French immersion from K-3. The school facility includes a gymnasium, library-resource centre, home economics, industrial arts, computer centre and artroom.

St. Patrick High School has an enrolment of 250 with a staff of 19 offering grades 7 - 12. The facilities include gymnasium, library, science room, home economics, business education and computer room. In 1985 three new portable classrooms were added to the school with an enclosed walkway between.

The Catholic Family Life Health Education program is being developed for Yellowknife Catholic Schools. The Kindergarten and Grade One programs were introduced in the 1984/85 year and Grades Two and Three in 1985. The program considers the emotional, social, spiritual, physical and intellectual needs of each child. Full implementation of the program up to Grade Six is scheduled by September 1986. The Board of Education will decide if the program will proceed into Grades 7 - 9 in the fall of 1987.

Many new and revised programs of Religious Education will be introduced at all grade levels during the next two years.

The new grade one and two programs are well under way. Today's challenge is to blend the academic with the formative. The Canadian Catechism introduces concepts and relates them to the experience of the learner so that they become more deeply rooted. The grade three revision should be in place for the 1986/87 school year.

The grade four and five levels are under revision. When a program is revised it takes approximately one and a half years until publication. Discussions are under way for a new program at the junior high level. The new program for high school, based on the Alberta Consortium was well received in 1985.

The Yellowknife Catholic School Board introduced a cooperative education program in September 1985. The Cooperative Education Program is designed in part to assist a special group of students in the transition from a school setting to a productive role in society. The Cooperative Education Program presently has three components which are vital in this transition.

A Life Skills Program encourages personal development through positive reinforcement. The Work Experience portion of the Cooperative Education Program gives the students an opportunity to try the occupation they have chosen as their employment goal. Local businesses have provided opportunities for the students in these areas. An integral part of the Cooperative Education Program is an adult education program. In this program the students receive the additional academic skills to make the transition from the school to the work place.

The School Board in recent years has been concentrating in the area of special and remedial education and is pleased that in the 1985/86 school year there will be eight full time teachers working in this area in the system.

Three years ago the Yellowknife Catholic School Board initiated their French Immersion program. Last year the Board evaluated the program and agreed to extend the program up to and including Grade Six. The program will be evaluated at the end of Grade Six to ascertain the possibility of extending it in to the Junior High grades.

The Grade 10 social studies class at St. Pat's High School was chosen from territorial school districts to take part in a unique exchange program this year, called Peacemaker '85.

The Peacemaker '85 project is designed to develop young people's creative problem solving skills, provide a medium for the application of skills and to determine rational and positive approaches to achieving the principles of peace. The project involves three grade 10 social studies classes in British Columbia, along with the St. Patrick High School class.

Yellowknife Education District No. 4

Sir John Franklin High School

1984/85 was marked by a second year of increased enrolment. Sir John Franklin had an all-time high enrolment of 501 students at the beginning of the school year.

The school continued to offer a wide range of programs in both academic and less academic areas. Vocational programs, Heavy Duty Operations, and Automotives have provided some students with alternatives.

Students in Grade 10 Preparation programs were provided with skills development to prepare them for regular Grade 10 programs. As well, English as a Second Language Programs were offered to students.

Students with special needs were accommodated in a Special Education Occupational program. This two year program offers life skills in a highly individualized program. The first students from this program completed their courses in the spring of 1985.

Business Education programs have been developed and implemented with assistance from Alberta Education. These programs continued to attract and retain many students who will graduate with certificates in either accounting or as secretarial specialists.

The Cooperative Work program, an adjunct to Business Education, has been an important practical component of the program.

Work Experience too has been a very popular program where students have been able to examine their career aspirations in the workplace. Excellent cooperation from the business community has made this program successful.

The school has continued to emphasize regular attendance and has attained an average overall student attendance of 93%.

The Sir John Franklin School is well utilized by adult education classes and the community.

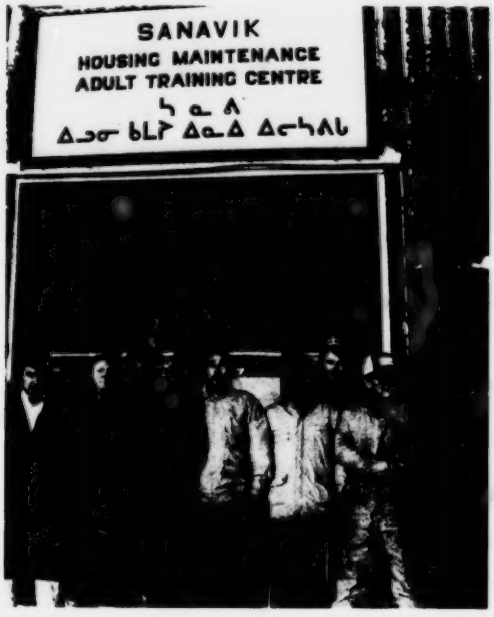
Borealis School

Borealis School is a territorial treatment facility for students in the N.W.T. whose behaviour is inappropriate and disruptive in a regular school setting. Students attending Borealis are between the ages of 8 and 14. Admission is only after an extensive social and family history, medical, educational and psychological assessment is completed. The expected length of stay at Borealis is three years.

During 1984/85 a total of 12 students from Kitikmeot, Baffin, Education District No. 1 and Education District No. 2 were registered.

Emphasis was placed on acceptance of younger children (i.e. 8 years old) because of the potential for successful modification of behaviour. The program is individually designed according to student need and level of functioning. When the student behaviour is appropriate, gradual integration into a regular school setting is achieved through the cooperation of schools in Yellowknife. The program has been successful. During 1984/85 five students commenced re-integration, four of these proceeded successfully to part time, one returned to Borealis for further programming.

The introduction of the Young Offenders Act in the N.W.T. has meant that Social Services group homes are no longer available for special needs children. This highlights a pressing need to develop individualized educational programs at the community level.



Teacher graduate Lucy Lafferty, from Rae-Edzo, celebrates her special moment with her family.

Welding student Norma Harris and mechanics student Ruby Ruben. Each won a $600 CN scholarship for women.

Arctic College

Board of Governors

During the year meetings were held in Rae Edzo, Frobisher Bay, Fort Smith and Yellowknife. In addition, the Board's Executive Committee met five times and held a number of conference calls. Sub-committees were formed to consider the legislative proposal for an Arctic College Act, Board by-laws, an Inuvik training centre and College policies, which resulted in a number of recommendations to the Minister.

The Masterplan for future capital construction at the Thebacha Campus was finalized in January. The document provides a broad overview of building requirements, site plans and projected costs to accommodate current programs thereby phasing out, over the next several years, the dilapidated, temporary buildings occupied by most programs. The Board has also devoted considerable effort to consideration of the Iqaluit Campus Development Plan which was subsequently approved for Frobisher Bay.

Programs

Projected enrolments in most program areas show a decrease. It is interesting to note, however, that the enrolments in diploma programs are at the same level as 1984/85 despite the one time cancellation of the first year of the Teacher Education Program (due to the revision of the program). Although special funding for Norman Wells related programs ended in 1984/85, the number of training days in extension programs for 1985/86 shows a healthy increase over 1983/84 emphasizing the importance of this area of activity for the College.

The only continuing decrease in enrolment occurs in the trades programs, due mainly to a temporary downturn in the employment of apprentices in industry.

At the Iqaluit Campus, now in its first year of operation, the emphasis has been on extension programs in the communities of the Eastern Arctic while plans are being made to introduce certificate and diploma programs in 1986. In Frobisher Bay, the Eastern Arctic Teacher Education Program (EATEP) and Sanavik (Housing Maintenance Serviceman) have maintained high enrolment levels and, in fact, EATEP has expanded to a third year leading to the granting of university degrees from McGill University.

Several new programs were introduced or prepared for introduction during the year. The Recreation Leader Training Program, temporarily located in Fort Smith, will begin early in 1986.

This two year program, to be transferred to Inuvik in 1987, will provide well trained staff to manage the new recreational facilities that have been built in many communities.

For the first time, a ten month pre-employment program in Automotive Mechanics is being delivered. It has a full enrolment of eight students and replaces the former five-month program as a forerunner to ten-month pre-employment programs in other trades areas in the future. This program is intended to make students more employable and advanced credit will be provided in apprenticeship programs.

The Small Engine Mechanic Apprenticeship program was introduced for the first time anywhere in Canada. This initiative resulted from a great deal of hard work and cooperation on the part of the Tradesman's Qualification Board, representatives from the private sector and the staff of both the College and the Department of Education.

After the initial success of the Level One Guide Training program in several communities in 1984, a Level Two was developed and delivered for the first time in Pond Inlet. A group of native northerners was trained so that they in turn could deliver this important tourism-related program in other N.W.T. locations.

Facilities Development

Planning proceeded quickly for facilities to house the programs at the Iqaluit Campus. With the help and cooperation of the Baffin Divisional Board it appears that a joint use facility for both adult education and College programs will be the answer to a number of needs for program space. In the meantime programs are being delivered through a combination of temporary and permanent, loaned and donated buildings scattered throughout Frobisher Bay.

In Fort Smith, construction of an extension to the Trades Complex is expected to be completed on time and ready for occupancy in September, 1986.

For the first time, all of the trades-related courses will be housed under one roof. This project, cost-shared with C.E.I.C., is the first of several major building projects included in the campus masterplan completed in early 1985. Construction of one and two bedroom apartments, as accommodation for married students will begin in the spring or early summer of 1986.

The Future

The development of an Arctic College system to serve the people of the Northwest Territories has moved ahead rapidly over the last two years and the pace is not likely to slacken in the coming year.

There will be an increasing emphasis on delivering programs as close to students' homes as is possible and practical. In some cases this will mean bringing students to a regional centre (or campus). But in many cases it will mean using teleconferencing and other distance education techniques to take our programs to the home community.

As the Arctic College systems grows and develops it is hoped that those Northerners who wish to enter or move up in the work force will be able to take advantage of training opportunities without having to go far from home for long periods of time. In this way success rates will increase and northern people will be ready to benefit from northern development.

Specific projects for the future include:

Legislation establishing a statutory base for the college will be introduced to the Legislative Assembly early in 1986. It is expected that Arctic College Legislation will strengthen the college system throughout the Northwest Territories, provide for public involvement in the management of the system and provide a degree of independence and autonomy which is comparable with other community college systems across the country.

A revised Teacher Education Program, under development in 1985, will be finalized in 1986 with the first intake of students for this field based program on September 1, 1986. The integration of this program with the language development work currently under way within the school system, is expected to contribute to a revitalization of native languages and to the training of significant numbers of native teachers for the classroom.

Funding has been allocated for the 1986/87 fiscal year to provide additional College programs in the Inuvik Region. A northern Business Management Certificate Program will be established for an Inuvik campus of the Arctic College with the first intake scheduled for the fall of 1986.

Additional funding has been allocated for 1986 to expand the Community Administration Certificate Program which provides management training for the staff of local governments and the housing corporation. This program will be expanded in 1986 and will be split between Inuvik and Cape Dorset to allow program staff to provide training to students in both eastern and western parts of the territories.

An Inuvik campus of the Arctic College will be developed in 1986. Initial efforts will be focussed on location of a suitable facility to deliver a core group of programs which are intended to be the forerunner to expanded College activity in the region.

Negotiations will proceed with the Canada Employment and Immigration Commission and the Department of Indian Affairs and Northern Development to locate funding to solve the problem of inadequate facilities for Tuk Tech programs operated in Tuktoyaktuk.

The head office of the College will relocate to Yellowknife in 1986. Only administrative staff associated with the President's office will be affected and a vice president will be hired to manage the Thebacha Campus at Fort Smith.

Appendices

School Enrolment 1985

Enrolment by Superintendency and Grade Cluster 1984/1985

Superintendancy	K - 3	4 - 6	7 - 9	10 - 12	Special	Total
Baffin	1255	823	560	221	45	2904
Fort Smith	1517	841	600	285	26	3269
Inuvik	926	495	412	173	14	2020
Keewatin	759	419	224	40	9	1451
Kitikmeot	609	337	74	13		1033
School District #1	561	395	358		1	1315
School District #2	339	178	212	91		820
School District #4	1	3		510	60	574
Total	5967	3491	2440	1333	155	13386

N.W.T Graduation Statistics 1984/85

School	Community	General Diploma	Advanced Diploma	Advanced with Excellence	Total
Samuel Hearne	Inuvik	21	4	3	28
G.R.E.C.	Frobisher	11	3	0	14
Sir John	Yellowknife	73	19	4	96
St. Patrick's	Yellowknife	1	7	2	10
Diamond Jenness	Hay River	9	11	0	20
P.W. Kaeser	Fort Smith	10	4	1	15
Matonabbee	Pine Point	1	3	0	4
Total		126	51	10	187

Participation in Post Secondary Programs by Ethnic Status

	University	1984/85	Technical	Total
Non-Native Students	300		160	460
Native Students	30		50	80
Graduating Native Students	10		25	35
Total Students	340		235	575

	University	1985/86	Technical	Total
Non-Native Students	285		215	500
Native Students	30		25	55
Graduating Native Students	10		25	35
Total Students	325		265	590

Apprenticeship Statistics: 1983, 1984 and Projections for 1985

Trade	Number of Apprentices 1983	1984	1985
Appliance Serviceman	01	02	02
Autobody Mechanic	08	02	04
Baker	01	00	01
Barber	00	00	01
Beautician	01	02	04
Cabinetmaker	02	02	02
Carpenter	65	37	65
Communications Electrician (1985)	00	00	02
Cook	11	07	10
Electrician	71	45	65
Electronic Technician	05	00	02
Floorcovering Mechanic	06	02	03
Gasfitter	04	01	01
Glassworker	00	02	02
Heavy Duty Mechanic	83	58	65
Heavy Equipment Operator	01	00	00
Housing Maintenance Serviceman	27	22	35
Industrial Warehouseman (1982)	15	15	15
Instrument Mechanic	06	05	07
Machinist	05	02	05
Marine Engineer	00	01	02
Millwright	19	14	20
Motor Vehicle Mechanic	42	21	30
Oil Burner Mechanic	01	01	01
Painter and Decorator	15	08	12
Partsman	05	05	05
Plumber	33	27	35
Power Engineer (2nd, 3rd, 4th)	15	13	15
Power Lineman	04	03	05
Printing and Graphic Arts Craftsman (1985)	00	00	05
Refrigeration Mechanic	02	02	02
Sheet Metal Mechanic	02	01	02
Small Equipment Mechanic (1984)	00	02	05
Steamfitter/Pipefitter	02	01	05
Welder	33	14	25
Total	485	317	460

Approximate Breakdown: 35% Native
1% Women

92 graduates are expected for 1985

Arctic College: Extension Courses in Communities

Title	Year	Number of Courses	Number of Communities	Number of Students
Trades Related	1983	20	15	137
	1984	28	14	210
	1985	11	9	86
Academic Studies	1983	14	11	116
	1984	17	14	140
	1985	20	15	166
Secretarial	1983	10	9	81
	1984	14	11	122
	1985	12	10	99
Driver Training	1983	11	8	82
	1984	18	15	141
	1985	6	4	48
Miscellaneous	1983	6	3	57
	1984	7	6	53
	1985	9	7	72

Arctic College Thebacha Campus Program Enrolment

	1983/84		1984/85		1985/86	
	Students	Courses	Students	Courses	Students	Courses
Trades	389	62	309	41	276	38
Academic	51	6	70	6	65	6
Diploma	89	4	108	4	89	4
Other	104	17	96	12	78	7
Totals	633	89	583	63	508	55

GNWT Inservice Training Program

	Before 1983	1983/84	1984/85
GNWT Employee Graduates	avg. 14/yr.	24	16
Other Graduates	avg. 4/yr.	—	—
Non-Completions	avg. 5/yr.	12	14
Total	avg. 23/yr.	36	30

Notes: 1. Non-completions include resignations and dismissals.
2. Trainees by ethnic origin were 85% native, 15% non-native.
3. Typical training programs included instructors for adult education and home management; officers in corrections, wildlife, tourism, business services, airports and personnel; computer operators, property assessors and child care workers.

GNWT Inservice Apprenticeship Program

	1984	1985
Journeyman Graduates	Native 6 Non-native 1	Native 11 Non-native 11

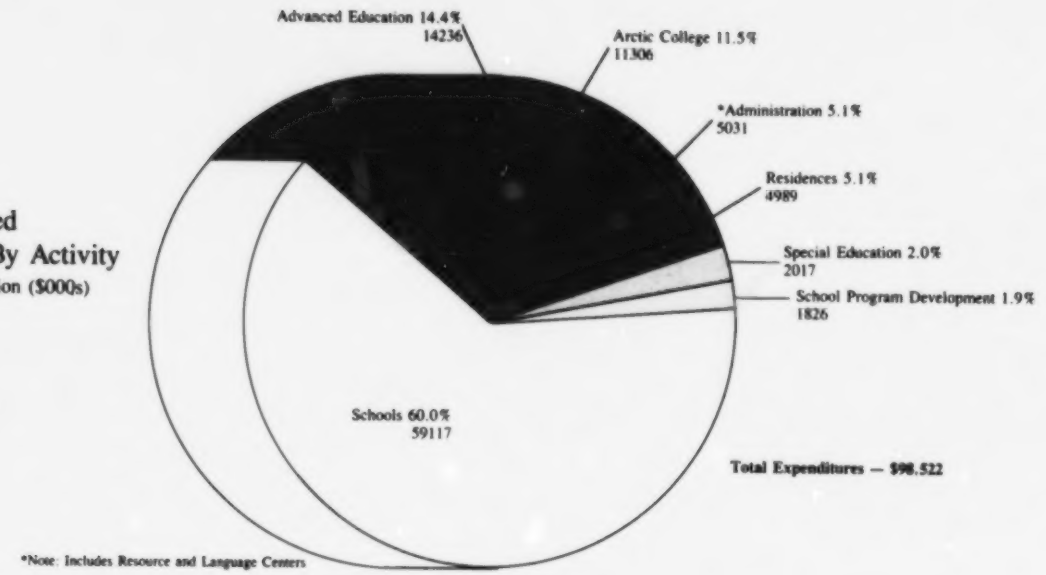
Postsecondary Student Financial Assistance

	1983/84	1984/85	1985/86
Basic Grants	33 Students	24 Students	15 Students
Basic & Supplementary Grants	99 Students	117 Students	92 Students
Basic Grants & Loans	222 Students	207 Students	205 Students
Loans	151 Students	210 Students	221 Students
	505 Students	558 Students	533 Students

A further breakdown of the above figures indicates a gradual trend away from technical programs and a corresponding increase into university education programs. For example, of the students granted assistance in 1983/84, 58% were pursuing university education programs. This increased to 60% in 1984/85 and 63% in 1985/86.

1985-86 Revised Expenditures By Activity

Department: Education ($000s)



Department of Education